**1st Grade Math, Topic 2-2 Ordering Three Numbers**

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| **The CCSS Standard:**  **The Envision Lesson: FIRST GRADE--- 2-2 Ordering Three Numbers – FOCUS - Vocabulary Word – “BETWEEN”** | |
| **EXPLICIT INSTRUCTION**  **I do it, We do it, Y’all do it, You do it** | **ENGAGEMENT**  **All Students Saying, Writing, Doing** |
| **PROACTIVE PLANNING** | **VOCABULARY WORDS** |
| Materials: Various objects to compare.  Unifix cubes to build towers |  |
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| **ANTICIPATORY SET** (5 MINUTES) | |
| Daily Spiral Review 2-2 Ordering Three Numbers  Problem of the Day (Whole Group 2-2) | * Choral Responses * Partner Responses * Written Responses * Random call on students (No hand raising) |
| **BUILDING A FOUNDATION** (5-10 MINUTES) | |
| *The Language of Math*: Vocabulary instruction   1. How will you explicitly teach new vocabulary? 2. How will you provide multiple opportunities for vocabulary to be used in context?   Day 1: Between:  “This is the word between”  Let’s repeat the work three times.  Ask, “What do you know about this word?”  Day 2: Turn to your partner and tell your partner what you think this word is.  Day 3: Draw or write about the word between. (Like our desks are between the windows  and the inside wall.)  Day 4: Between is a word we use to describe the group between two other groups.  Day 5: Get in partners and share your picture and definition with your partner.  Share in tables then with the whole class.  Day 6: Today we are going to play a game using the new math word you learned this week.  GAME: **BETWEEN-IT**  Give each table a tub of objects. (Pencils, pens, crayons, teddy bear counters, etc.)  Each student takes out three objects and places them in front of them. Then calls on someone to identify the object that is “Between.” Continue around the table until each students has had a turn to draw objects and respond. | * Choral Responses * Partner Responses * Written Responses * Random call on students (No hand raising) |
| **WHOLE GROUP INSTRUCTION: Concrete** (10-15 MINUTES) | |
| Develop the Concept: Interactive Learning (Hands-on)  \*Using Unifix cubes, build two cube towers, from shortest to tallest and display under the document camera. Then build a third cube tower to fit between the first two towers. Repeat the activity several times, building three towers and arranging them from shortest to tallest. Then instruct students to partner and build two towers from shortest to tallest and then build the third tower to fit between. How do you know it fits between? Explain your thinking to your partner?    \*Draw and label in your math journal a picture representing your three towers, from shortest to tallest.  **\***Share your journal entry with a partner. | * Choral Responses * Partner Responses * Written Responses   + Paper   + Math Journal   + Individual Whiteboards   + Student page from the topic pouch * Random call on students (No hand raising) |
| **SCAFFOLDED INSTRUCTION: Representational** (15-20 MINUTES) | |
| *Develop the Concept: Visual*  Using the three cube towers build in the above activity, count the cubes and write the numbers in order from least to greatest on the work activity sheet provided. | * Choral Responses * Partner Responses * Written Responses * Random call on students (No hand raising) |
| **INDEPENDENT PRACTICE: ABSTRACT (**15-20 MINUTES) | |
| *Independent Practice* and *Problem Solving*  Complete Envision Math worksheet pages 37 and 38. | * Choral Responses * Partner Responses * Written Responses * Random call on students (No hand raising) |
| **FORMATIVE ASSESSMENT** (5-10 MINUTES) | |
| Have each student individually build towers, place in order and label –tallest, between, shortest. | |
| **CENTER ACTIVITIES** (15 - 45 MINUTES)  \*This part of the lesson is beneficial for providing engaging activities while the teacher works with small groups of students who need supplemental instruction. | |
| Sort a variety of objects in tallest, between, shortest groups – Label. | |
| **HOMEWORK** | |
| Find objects at home and complete the homework sheet – Tallest, between, and shortest. Return homework sheet, share and display on the “Tallest, Between, Shortest” Bulletin Board. | |